Drayton Hall Elementary

3183 Ashley River Road
Charleston, SC 29414

Grades	PK−4 Elementary School	
Enrollment	472 Students	
Principal	John E. Cobb	843−852−0678
Superintendent	Dr. Maria L. Goodloe−Johnson	843−937−6319
Board Chair	Ms. Nancy Cook	843−760−2635

The State of South Carolina

Annual School Report Card

2005

ABSOLUTE RATING · AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	35	3	1	0

IMPROVEMENT RATING · BELOW AVERAGE

ADEQUATE YEARLY PROGRESS · NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

www.myscschools.com
www.sceoc.org

PERFORMANCE TRENDS OVER 4−YEAR PERIOD

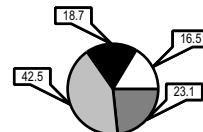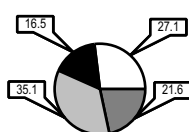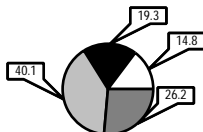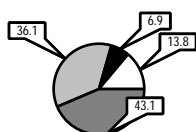|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Average	Below Average	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004−05 whose 2003−04 test scores were located.   93.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
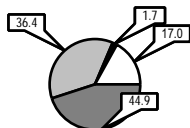
English/Language Arts   Mathematics   Science   Social Studies
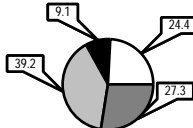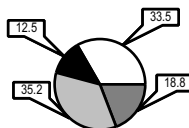
Our School

English/Language Arts: 36.4, 1.7, 17.0, 44.9

Mathematics: 9.1, 24.4, 39.2, 27.3

Science: 12.5, 33.5, 35.2, 18.8

Social Studies: 10.2, 22.7, 42.6, 24.4

Elementary Schools with Students like Ours

English/Language Arts: 36.1, 6.9, 13.8, 43.1

Mathematics: 19.3, 14.8, 40.1, 26.2

Science: 16.5, 27.1, 35.1, 21.6

Social Studies: 18.7, 16.5, 42.5, 23.1
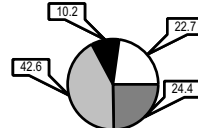
Definition of Critical Terms

■	**Advanced**	Very high score; very well prepared to work at next grade level; exceeded expectations
■	**Proficient**	Well prepared to work at next grade level; met expectations
■	**Basic**	Met standards; minimally prepared, can go to next grade level
□	**Below Basic**	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	190	99.0	16.1	36.8	45.4	1.7	59.2	Yes	Yes
Gender									
Male	101	99.0	18.2	38.6	43.2	0.0	54.5		
Female	89	98.9	14.0	34.9	47.7	3.5	64.0		
Racial/Ethnic Group									
White	115	100.0	5.6	27.8	64.8	1.9	77.8	Yes	Yes
African American	66	98.5	37.3	54.2	8.5	0.0	22.0	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	165	98.8	9.3	36.0	52.7	2.0	68.0		
Disabled	25	100.0	58.3	41.7	0.0	0.0	4.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	190	99.0	16.1	36.8	45.4	1.7	59.2		
English Proficiency									
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	185	99.5	16.5	37.1	44.7	1.8	58.8		
Socio−Economic Status									
Subsidized meals	63	98.4	32.8	46.6	19.0	1.7	34.5	Yes	Yes
Full−pay meals	127	99.2	7.8	31.9	58.6	1.7	71.6		
Mathematics − State Performance Objective = 36.7%									
All Students	190	99.5	24.0	39.4	27.4	9.1	50.9	Yes	Yes
Gender									
Male	101	99.0	21.6	37.5	29.5	11.4	53.4		
Female	89	100.0	26.4	41.4	25.3	6.9	48.3		
Racial/Ethnic Group									
White	115	100.0	9.3	40.7	36.1	13.9	70.4	Yes	Yes
African American	66	98.5	52.5	40.7	6.8	0.0	11.9	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	165	99.4	17.9	40.4	31.1	10.6	57.0		
Disabled	25	100.0	62.5	33.3	4.2	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	190	99.5	24.0	39.4	27.4	9.1	50.9		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	185	99.5	24.1	40.0	26.5	9.4	50.6		
Socio−Economic Status									
Subsidized meals	63	98.4	46.6	37.9	13.8	1.7	20.7	Yes	Yes
Full−pay meals	127	100.0	12.8	40.2	34.2	12.8	65.8		

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
Science							
All Students	190	99.0	32.8	35.6	19.0	12.6	31.6
Gender							
Male	101	99.0	30.7	34.1	17.0	18.2	35.2
Female	89	98.9	34.9	37.2	20.9	7.0	27.9
Racial/Ethnic Group							
White	115	100.0	13.9	45.4	24.1	16.7	40.7
African American	66	98.5	71.2	18.6	8.5	1.7	10.2
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	165	98.8	24.7	40.0	20.7	14.7	35.3
Disabled	25	100.0	83.3	8.3	8.3	0.0	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	190	99.0	32.8	35.6	19.0	12.6	31.6
English Proficiency							
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	185	99.5	33.5	35.3	18.2	12.9	31.2
Socio−Economic Status							
Subsidized meals	63	98.4	60.3	25.9	5.2	8.6	13.8
Full−pay meals	127	99.2	19.0	40.5	25.9	14.7	40.5
Social Studies							
All Students	190	99.0	21.8	43.1	24.7	10.3	35.1
Gender							
Male	101	99.0	25.0	38.6	28.4	8.0	36.4
Female	89	98.9	18.6	47.7	20.9	12.8	33.7
Racial/Ethnic Group							
White	115	100.0	13.0	40.7	30.6	15.7	46.3
African American	66	98.5	40.7	50.8	8.5	0.0	8.5
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	165	98.8	14.0	46.0	28.0	12.0	40.0
Disabled	25	100.0	70.8	25.0	4.2	0.0	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	190	99.0	21.8	43.1	24.7	10.3	35.1
English Proficiency							
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	185	99.5	22.4	43.5	24.1	10.0	34.1
Socio−Economic Status							
Subsidized meals	63	98.4	39.7	39.7	13.8	6.9	20.7
Full−pay meals	127	99.2	12.9	44.8	30.2	12.1	42.2

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
2004							
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005							
3	98	99.0	10.2	26.1	60.2	3.4	63.6
4	92	98.9	22.1	47.7	30.2	0.0	30.2
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics							
2004							
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005							
3	98	99.0	15.9	43.2	31.8	9.1	40.9
4	92	100.0	32.2	35.6	23.0	9.2	32.2
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science							
2004							
3							
4							
5							
6							
7							
8							
2005							
3	98	99.0	25.0	39.8	23.9	11.4	35.2
4	92	98.9	40.7	31.4	14.0	14.0	27.9
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies							
2004							
3							
4							
5							
6							
7							
8							
2005							
3	98	99.0	17.0	48.9	20.5	13.6	34.1
4	92	98.9	26.7	37.2	29.1	7.0	36.0
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 472)				
First graders who attended full−day kindergarten	100.0%	N/A	100.0%	100.0%
Retention rate	1.4%	N/A	1.7%	3.0%
Attendance rate	98.8%	N/A	96.8%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%	N/A	1.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%	N/A	1.8%	3.2%
Eligible for gifted and talented	11.2%	N/A	23.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	N/A	7.1%	8.2%
Older than usual for grade	0.2%	N/A	0.3%	0.9%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	44.8%	N/A	54.8%	52.6%
Continuing contract teachers	89.7%	N/A	86.5%	83.3%
Highly qualified teachers	74.1%	N/A	94.5%	93.5%
Teachers with emergency or provisional certificates	3.7%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.4%	87.0%
Teacher attendance rate	96.6%	N/R	95.5%	95.0%
Average teacher salary	$43,620	I/S	$42,969	$41,703
Prof. development days/teacher	7.8 days	N/R	12.0 days	12.8 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student−teacher ratio in core subjects	20.1 to 1	N/R	20.2 to 1	18.8 to 1
Prime instructional time	94.7%	N/R	90.9%	89.8%
Dollars spent per pupil*	N/A	N/A	$5,868	$6,242
Percent of expenditures for teacher salaries*	N/A	N/A	68.0%	65.8%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Excellent	N/R	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	78.6%	89.4%
Highly qualified teachers in high poverty schools	81.4%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Drayton Hall Elementary School has completed its first year as a new school in Charleston County School District. We have a diverse student population of 498. Our highly qualified staff includes six National Board Certified Teachers and more than 60% of our staff have earned advanced degrees. All staff members are committed to excellence through the reinforcement of a rigorous curriculum and high expectations for all students. The school uses up-to-date, state-of-the-art technology with two computer labs, SmartBoards, and at least four computers and a large display monitor in each classroom. The staff has been extensively trained in the implementation of technology in the curriculum. The school has an on-site Technology Curriculum Integration Specialist. A strong focus on language arts and mathematics across all grade levels reinforces basic skills and provides enrichment opportunities. Teachers in upper grades utilize co-planning and co-teaching to lower student-teacher ratios and to meet individual learning needs. In addition, students benefit from data-driven instructional planning through the use of Measures of Academic Performance tests (MAP).

At Drayton Hall Elementary, 100% of our staff are members and actively participate in our PTA. Our PTA is very involved in school planning by supporting staff development, providing playground equipment, and rewarding students for their participation in the Reflections Program. Drayton Hall participates in the state Healthy School initiative. All staff and students participate in activities throughout the year to promote a healthy lifestyle. Our school-wide discipline model (SPORT) provides monthly recognition of good citizenship and creates a safe learning environment. Students have the opportunity to participate as members of the following groups: Roarin' Recyclers Team, Drayton Hall Elementary Jumpers, Wee Deliver, Reading Buddies, and Think Quest. Students and staff participate in community service activities such as Pennies for Patients, Relay for Life, and Jump Rope for Heart. Drayton Hall also offers before- and after-school care in the Kaleidoscope Program.

A rigorous curriculum, collegiality, leadership, and clear goals with assessment will define our success. At Drayton Hall Elementary School, "Students Come First."

John Cobb, Principal
Chanda Martin, School Improvement Council President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	76	55
Percent satisfied with learning environment	100.0%	97.4%	92.7%
Percent satisfied with social and physical environment	100.0%	89.5%	89.1%
Percent satisfied with school−home relations	100.0%	94.7%	72.2%

*Only students at the highest elementary school grade level at this school and their parents were included.